

# Seasons and weather

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**Revision Date of Lesson Plan:**

**Overall Goal for the Lesson:** Students will understand the changes in weather throughout the changing of each season. They will also learn about each of the seasons. Students will critically think and brainstorm activities, food, and other things that are associated with the season.

**Description of classroom, grade level, and students:**

This lesson will go in a science unit for first graders. I am gearing this lesson to a class with about twenty to twenty-five students in it. We will have to complete this lesson using a smartboard. To teach the lesson you will also need a class set of computers or if there are not enough computers available, the students may work in partner pairs or small groups. Prior to this we would go over the different climate changes that go with the season and this would be a type of review. Also students will have previously worked with inspiration/kidspiration so we would not have to go over how to use it.

**Student Objectives for the lesson.** (Given a condition, the students will, to what level).

Given a diagram broken up into the four season, the students will be able to drag images of things associated with the season into the correct season category 75% of the time.

Given a set of data, students will be able to analyze the data and create a graph that is 60% accurate.

**Length of Lesson:** (minutes, number of class periods, or days or weeks needed).

This lesson itself would only take about three class periods. However, it would fall under a larger unit that would take up to one or two weeks. In this program I would go over one season per day, after that I would teach them about each of the different types of weather and climate. This would be an activity in a unit over weather changes, climate, and season changes. All together the teaching part to this lesson would take about thirty to forty-five minutes depending so we could talk in depth about the images they will be grouping. I would give the students ample amount of time to plan their individual part of it and complete it. This would be completely completed in class so no outside work time would be necessary.

**Schedule of Activities:** (Break down your activity into a timeline of events. Focus on what students will be doing and what teachers will be doing during each part of the activity.)

1. I will teach the students a lesson on all the different seasons and all the weather and climate changes that occur within each season. This will last for up to a week for we will go in depth about learning about each season.
2. Together we would look at my kidspiration grouping map on the season.

3. As a class we would discuss each of the picture images and decide which season the image fit best it. I will allow students one at a time to move the icons into the appropriate season category. As the teacher I would monitor and facilitate good discussion over the images and each of the seasons.
4. After going through all the images and grouping them in the appropriate season I would introduce the activity.
5. We would travel to the computer lab or use a laptop cart. Before students were in front of the computer I would inform them of what they will be doing.
6. The activity they will be doing is taking their favorite season and make a concept map including the activities they like to do during that season, the food they enjoy eating, and the holidays that fall in that season (be sure to tell them to include their birthday if they pick that particular season). These are the requirements but they are not limited to these.
7. After completing their mapping the students will print them off and turn them in.
8. I will display their concept mapping on a bulletin board that is broken up by the season.
9. The students will then look at all the concept maps and in small groups collect different types of data (i.e. how many people like each season, how many people like to eat ice cream, how many people picked the season with their birthday in it, etc.)
10. After collecting the data the students would be instructed to make a bar graph, picture graph, line graph, or bar graph and give a small presentation with their group explaining what data they found.

**PASS and Common Core Standards Addressed** (Copy and Paste from: <http://sde.state.ok.us/Curriculum/PASS/default.html>)

**Standard 3: Changes of Earth and Sky – Observe natural changes of all kinds such as the movement of the sun and variable changes like the weather. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:**

1. Plants and animals need to take in air, water, and food. In addition, plants need light.
2. Scientists use the five senses and tools (e.g., magnifiers and rulers) to gather information, such as size and shape about living things.
  1. The sun warms the land, air, and water.
  2. Weather changes from day to day and over the seasons. Weather can be observed by measuring temperature and describing cloud formations.

**Standard 5: Data Analysis - The student will demonstrate an understanding of data collection and display.**

**1. Data Analysis**

- a. Organize, describe, and display data using concrete objects, pictures, or numbers.
- b. Formulate and solve problems that involve collecting and analyzing data common to children's lives (e.g., color of shoes, numbers of pets, favorite foods).

**PASS Instructional Technology Standards** (Copy and Paste from:  
<http://sde.state.ok.us/Curriculum/PASS/default.html>)

**Standard 8: The student will apply the technology design process to create useful products and systems.**

- 1. Identify criteria required to determine an effective technology design process.**
- 2. Apply reasoning, problem solving, imagining, creating and constructing design and technology tools.**

**Standard 10: The student will apply problem-solving and critical thinking techniques for troubleshooting, research and development, invention and innovation and experimentation and implement these strategies as a multidisciplinary approach.**

**Standard 11: The student will apply creativity in developing technology products and systems.**

**Standard 12: The student will apply safe and proper use of tools, machines, materials, processes and technical concepts.**

**Assessments: How will these activities be assessed?** (Go back to your objectives, what will the students do? Make sure that each objective is paired to an assessment measure that allows students to show it).

**For the in class part that we will complete together, if the students drag the images that are associated with the season to the correct box in the diagram broken into the four season 75% of the time.**

**On their concept map over the season they will be assessed if they fulfill two of the three categories they are required to account for (holiday, foods, and activities). If two out of the three categories are present with appropriate information they will receive a passing grade.**

**When they begin the math lesson, students will be assessed if they properly made their graph. They will also be assessed on their presentation they give and if they present the appropriate information pertaining to their data they collected.**

**Technology wise, students will be assessed if they use the computer appropriately and safely. I will be monitoring them the entire time they are on the computer and if they can stay on task for the majority of the time they will receive a passing grade.**

**Accommodations: How might the lesson need to be adapted for students with special needs?**

Students with special needs would be able to participate in the discussion aspect of the lesson for the most part. If a student were struggling to understand the concepts we were learning, I would send them to the resource room to further go over the information or I would help them myself. For the concept mapping part I would help the student brainstorm and think of their favorite season and all the categories they must cover. If the student were struggling a lot I would only require them to do one or two of the required categories. For the graphing portion I would put the special needs students with classmates that really grasp the concepts so they could help them learn it. Children with visual impairments would be seated in the front of the room so they would get a better view of the smartboard. Kidspiration also reads the options out loud that would help them while working with the certain software.

**Materials Needed:** Go through each activity and identify what items (both technology and not) are needed to complete this lesson. Include a breakdown according to individual student or student groups. Include materials that need to be created as well.

- Smart board
- Class set of lap tops or computer lab
- Kidspiration software
- Printer
- Bulletin board
- Butcher paper (to draw their graphs on)
- Crayons
- Markers
- Pencils
- Pens